

SURVEY OF DISTANCE EDUCATION IN NEPAL

COUNTRY PROFILE *Nepal is a landlocked country with heterogenous physical and ethnic structures. Nepal has an area of 147, 181 Sq. Kms. divided for administrative purposes into 5 Development Regions; 14 zones and 75 districts. Topographically, the country can be divided into 3 major categories: Plain Terai, hills and the Himalayas representing different climatic characteristics and diversities.*

Economy, Population and Demography: Basically a rural-agrarian country with an annual per capita income of about 160 dollars. Out of 19 million population, 42.25 percent live below the poverty line. Geographically, poverty is highest in the hills (50% of the total hill population) followed by the mountains (44%) and the Terai (34.5%). About 92 percent of its population is engaged in agriculture (82.2 % of the rural population and 34.9 % of the urban population are agricultural workers). The under-developed human resource base is an issue that restricts development efforts in Nepal. The country has already implemented six 6-year plans and one 3-year plan. In spite of its 33 year long plan endeavor, Nepal still remained one of the least developed countries.

Language of Instruction: *Nepali.* English is used as medium of instruction in some private schools. At the tertiary level, both Nepal and English have been officially permitted to be used as the medium of instruction. In practice, English is preferred as the medium of instruction for teaching technical subjects whereas Nepali is used as the medium of instruction for teaching professional and general subjects.

Educational System: Educational system in Nepal is 5-5-2-2-2: Five-years primary education for 6-10 age cohort; five-years secondary education for 11-15 age; and six-years higher education. Higher education is categorized into three levels: two-years for the Proficiency Certificate level; two-years for Bachelor's degree; and two-year for Master's degree. Education is under the responsibility of various agencies: National Education Committee (NEC) for formulating educational policies and providing the directives; Ministry of Education and Culture (MOEC) for school level education; Tribhuvan University for technical, professional and general higher education; Mahendra Sanskrit University for classical Sanskrit education; and Council for Technical and Vocational Education for lower level technical and vocational education.

*Communication
Infra-structure:*

Nepal has all types of mass-media: radio, TV, print, postal services, and telephone. *Radio Nepal*, started in the early 1950s, is under the management of the Radio Broadcasting Service Development Committee broadcasting through two short wave and one medium wave frequencies allocating 90 minutes a week for Educational programmes, School Broadcast, and Radio Teacher Training. *Nepal Television (NTV)*, established in 1985 and covering 23 percent of the populated area, transmits its programmes for 4.5 hours out of which half an hour a day is allocated for educational programmes produced by Educational Television (ETV). About 300 community viewing centers (CVCs) were established within the coverage areas of the Kathmandu valley, Central and the Eastern Terai. *Postal service* was established in 1875 first for sending government documents to a few selected places then made public in 1876. *Telephone service* was started in 1913. Telecommunication Department was established in the country in 1959. Since then a number of measures were undertaken to expand the facilities and enhance the efficiency of the telecommunication services in the country.

**OVERVIEW OF
DISTANCE
EDUCATION:**

Distance education in Nepal employs the broadcast-based approach. It is used to support teacher training activities only beginning with the use of radio by the College of Education for promoting adult education activities in 1957. Realizing the fact that conventional face-to-face training methods would not be able to meet the demand for trained teachers, the Institute of Education (IOE), Tribhuvan University, introduced a "Teacher Training Through Distance Learning" programme during 1976/77 but was discontinued in 1980 when the Radio Education Teacher Training Project (RETT) initiated in 1978 was launched. RETT was continued in the second phase in 1984 with the introduction of Radio Tuition Programme (RTP) in 1986 for secondary school curriculum, and Basic Teacher Training (BTT) in 1987 as an urgent measure to prepare 80,000 teachers for providing universal primary education to all by the year 2000.

*Factors Leading
to Establishment
of DE Programmes:*

The need to upgrade the academic qualification of under-School Leaving Certificates (under-SLC) and to train primary school teachers in remote areas.

*Year of
Establishment:*

1957 with the use of radio for adult education by the College of Education, and 1976/77 with the introduction of Teacher Training through Distance Learning.

*Media
for Distance
Education:*

Radio broadcast with Self-Learning Materials and workshops.

<i>Sources of Financial Supports:</i>	As the RETT project was started as a joint venture of His Majesty's Government (HMG), Nepal and the United States Agency for International Development (USAID), the sources of financial support for the RETT have been USAID (about 83%) ending in 1990 and the operating cost is borne by HMG (about US\$55,035 or 0.12% of the total education budget for 1990/91). For the School Broadcasting Programmes, the government allocated US\$19,765, (about 0.04% of the total education budget).
<i>Trends of Development in Distance Education:</i>	<p>Presently there is no clear policy on the part of the government regarding the development of distance education in Nepal although it has shown some interest in using mass media as an alternative strategy for extending educational opportunity to the people.</p> <p>Both the RETT and School Broadcasting Programmes do not have any plan for the expansion of distance education in the near future. For operating the existing distance education programmes, the RETT is generally expanded in terms of DE programmes and local study centers; whereas study material and textbooks, the teaching force, variety of courses offered and broadcasting programme remained stable. Financial provision is decreased. For the School Broadcasting, the financial programme was expanded whereas audio-visual aids were decreased; and distance education programmes, study materials, textbooks, the teaching force and broadcasting programmes remained stable.</p>
<i>Legal Status:</i>	No legal status is given to distance education in Nepal. However, the graduates of the BTT course imparted through radio broadcast receive certificates awarded by other agencies imparting the same BTT programme through the conventional face-to-face method.
<i>Aims:</i>	To provide tertiary level education in order to ameliorate enrollment pressure on higher education, especially in teacher training.
<i>Control and Management:</i>	<p>Distance education in Nepal is a national establishment in the Ministry of Education and Culture (MOEC). The institutional status of distance education in Nepal is confined to a project status or a small section within a traditional establishment: <i>Radio Education Teacher Training (RETT)</i> under the Primary Division, and <i>School Broadcasting</i> programme under the Curriculum, Textbook, and Supervision Development Center (CTSDC).</p> <p>The RETT programme is currently run by three different committees: the Policy Committee, the Research Committee and the Examination Committee, all chaired by the Joint Secretary of the Primary Education Division. The School Broadcasting Programme is managed by the Audio-visual Section of the CTSDC.</p>

<i>Instructional Systems:</i>	<p>The instruction system for distance education in Nepal is radio-based varying for different programmes. For the Basic Teacher Training programme administered by the RETT project, there are 150 hours of instruction (120 hours of radio lesson and a 30 hour practical session) with the total of 480 fifteen-minute radio lessons stretched over 240 broadcasts covering all major subjects taught in primary level plus pedagogy. The radio lessons are broadcast six days a week for approximately nine months. Teachers study from a set of Self Learning Materials (SLMs) comprising 1-2 page units corresponding to each of the 480 radio lessons, attend a supporting "Resource Teacher System", once a month to meet with fellow trainees in a group of 25 teachers on average to discuss and clarify issues related to training, and sit in the final examination conducted at the end of each course. Teachers must pass all of seven subjects with 50% marks. Successful teachers are awarded training certificates which entitle them to receive a training allowance (currently Rs. 65 a month) on top of their salaries.</p> <p>For the School Broadcasting Programme the instructional system is based on textbooks. Each lesson is of 15 minutes' duration.</p>
<i>Research Activities:</i>	<p>Research Activities in distance education are confined to (a) Base-line survey of teachers willing to enroll in RETT; (b) Radio reception; (c) Reactions of participating teachers about the content and quality of programmes; and d) Achievement at the end of the programme. In addition to annual progress reports, there are major evaluation studies of the School Broadcasting Programme and Radio Education Teacher Training.</p>
<i>Geographical coverage:</i>	<p>Limited coverage. The RETT programme is focussed on the districts around Kathmandu to restrict coverage to Radio Nepal's medium-wave reception areas as well as the MOEC allocation of basic teacher training quota in specific districts to be covered by RETT.</p>
<i>Enrollment and Graduates in DE Programmes:</i>	<p>Currently, the enrollment in the RETT is 1,800 and the enrollment in CTSDC is 110,440. The total number of graduates in the RETT is 5,375.</p>
<i>International Affiliation and Cooperation:</i>	<p>Both RETT and School Broadcasting programmes have not so far obtained membership of any international institution. However, both the programmes have received foreign assistance such as from USAID in 1978 for RETT. School Broadcasting Programme has received assistance from USAID, UNICEF, UNESCO and Colombo Plan in the form of equipment, expertise and studio.</p>

***Problems and
Constraints:***

(a) Lack of a clear policy and the legal status of distance education; (b) Lack of a comprehensive organizational structure; (c) Lack of adequate technical expertise; (d) Lack of continuous financial support; (e) Lack of a comprehensive plan and a sound vision or direction; (f) Cultural constraints due to multi-ethnicity; and (g) Lack of air time.

**LIST OF
DISTANCE
EDUCATION
INSTITUTIONS:**

1. Audio-Visual Section, *Curriculum, Textbooks, and Supervision Development Centre*, Ministry of Education and Culture;
2. *Primary Education Division*, Ministry of Education and Culture.

CURRICULUM, TEXTBOOKS AND SUPERVISION DEVELOPMENT CENTRE (CTSDC): AUDIO-VISUAL SECTION

INSTITUTIONAL DATA

<i>Year of Establishment:</i>	1971-72.	
<i>Name of Head:</i>	Ms. Nani Hira Kansakar	
<i>Position:</i>	Chief, CTSDC	
<i>Address:</i>	Ministry of Education and Culture Curriculum, Textbooks and Supervision Development Centre Sano Thimi, NEPAL.	
<i>Telephone:</i>	6-10577	
Nature of institution:	Audio-Visual Section, CTSDC, is a conventional institution with a distance teaching programme: School Broadcast Programme.	
Educational levels provided for DE programmes:	Complementary to Primary Education.	
Titles and levels of DE programmes:	<i>Title</i>	<i>Level</i>
	1. Social Studies	Grade I, II, III
	2. Nepali Language	Grade I, II, III
	3. English Language	Grade IV.
Governance:	A national establishment within the CTSDC, Ministry of Education and Culture, consisting of Educational Programme Unit and School Broadcasting Unit.	
Objectives:	The aim of School Broadcasting is mainly to be complementary to regular class-room instruction. Specifically, the objectives are (1) to assist teachers in planning and improving the teaching and learning process, and (2) to assist students in improving their listening skills and in effectively learning the broadcast materials by means of actively participating in the learning process.	
Sources of financial support of DE programmes:	<i>Tuition and Fees:</i> Distance education is free.	

Budget:

Approximate annual budget for distance education of the School Broadcasting programme for 1990 was US\$19,765.

Trends of development of DE resources and activities:

A. Expanded:

Financial provision.

B. Decreased:

Audio-visual aids.

C. Stable:

Distance education programmes

Study materials and textbooks

Teaching force

Broadcast programmes

Trends of enrollment in DE Programs:

Increasing.

Number of current DE students:

Approximately 110,440.

Number of annual intake of DE students:

Approximately 110,440 annually.

Number of students currently enrolled in each DE level:

<u>Level of Education</u>	<u>Enrolment Figure</u>
1. Grade I	27,610
2. Grade I	27,610
3. Grade I	27,610
4. Grade I	27,610

Number of annual DE graduates:

Not applicable because this programme is complementary to regular class-room instruction.

Accumulative number of DE graduates:

Not applicable.

Components of personnel in DE:

A mix of full time and part-time faculty members.

Number of full-time staff:

Academic: 12
Non-academic: 3
Total: 15.

Number of part-time staff:	Academic: 6 Non-academic: 1 Total: 7 (Per programme).								
Number of Courses and programs:	Number of courses offered: 7. Number of programmes offered: 1.								
Production of teaching materials/media:	1. Teaching materials and media are produced by CTSDC experts 2. The Board decides on policy and producers do the rest of the programme production 3. The stages are: (1) Calculate the number of programmes with the help of subject experts; (2) Prepare, write, edit and finalize the radio scripts; (3) Select artists and assistance; (4) Select music and sound effects; (5) Produce the programme (rehearsal, timing, recording, pre-testing, and re-recording); and (6) Broadcast the programme.								
Regional/Study Centers:	None.								
Overall student Profile:									
<i>Age distribution:</i>	<table> <tr> <td><i>Years:</i></td><td><i>Proportion (%)</i></td></tr> <tr> <td>Under 21</td><td>100.0</td></tr> <tr> <td><u>Total:</u></td><td><u>100.0</u></td></tr> </table>	<i>Years:</i>	<i>Proportion (%)</i>	Under 21	100.0	<u>Total:</u>	<u>100.0</u>		
<i>Years:</i>	<i>Proportion (%)</i>								
Under 21	100.0								
<u>Total:</u>	<u>100.0</u>								
<i>Gender distribution:</i>	<table> <tr> <td><i>Sex:</i></td><td><i>(%)</i></td></tr> <tr> <td>Male</td><td>65.0</td></tr> <tr> <td>Female</td><td>35.0</td></tr> <tr> <td><u>Total:</u></td><td><u>100.0</u></td></tr> </table>	<i>Sex:</i>	<i>(%)</i>	Male	65.0	Female	35.0	<u>Total:</u>	<u>100.0</u>
<i>Sex:</i>	<i>(%)</i>								
Male	65.0								
Female	35.0								
<u>Total:</u>	<u>100.0</u>								
<i>Income Level:</i>	Data not available.								
<i>Geographical distribution:</i>	Data not available.								
Occupational and Ethnic Composition of DE Students:	<i>Ethnic Composition:</i> There are many ethnic groups in Nepal. <i>Occupational distribution:</i> Data not available.								
Future development:	Possible distance education development in the next 5-10 years are: <ol style="list-style-type: none"> 1. Extension of radio broadcast from the present 19 districts to 75 districts covering 25% of the primary school student population 2. Addition of courses in other subject areas 3. Development of Audio-Visual Exhibit Unit 4. Professional upgrading of technical staff and other personnel 5. Renovation and strengthening capacity of radio studio. 								

**Major obstacles for
implementing
distance education:**

Lack of modern recording studio and equipment, training components,
manpower, and adequate financial resources.

**Affiliation with
regional and
international DE
organizations:**

None.

**PROGRAMMES
OF INSTRUCTION,
MEDIA,
METHODS,
& EVALUATION**

List of Programmes:
School Broadcasting programme.

PROGRAMME I: SCHOOL BROADCASTING PROGRAMME

Level:	Primary education.
Courses or programmes of instruction:	<i>Languages and literature:</i> Languages: Nepali and English. <i>Social Sciences:</i> Social Studies.
Length of course:	<i>Minimum number of study hours per week per course:</i> 15 minutes. <i>Total number of weeks per course:</i> 24. <i>Total number of courses making up programmes:</i> 7.
Media and method:	<i>Most dominant:</i> Radio Kits Day schooling. <i>Dominant:</i> Audio-vision. <i>Least dominant:</i> Audio-cassettes.
Language of instruction:	Nepali and English.
Admission requirements:	No requirement. Available for children reaching the age level of 6-10 years.
Number of students:	110,440.
Annual intake of DE students:	110,440.
Evaluation system: <i>Continuous assessment:</i>	Carried out through school teachers by written assignments for submission and oral intermediary examinations.
<i>Final course assessment:</i>	Carried out by each participating school.

**Educational and
employment
arrangements for
graduates:**

None.

**Profile of
students in
this level:**

By Educational Background: 100% primary school children.

By Employment: Not applicable.

By types of career: Not applicable.

By gender: Data not available.

**Acceptance of
final award:**

Not applicable as the CTSDC does not award its own certificate in any form.

DISTANCE EDUCATION CENTRE
MINISTRY OF EDUCATION, CULTURE AND SOCIAL WELFARE

**INSTITUTIONAL
DATA**

*Year of
Establishment:* 1978.

Name of Head: **Mr. Rameshwor Shrestha**

Position: *Project Chief*

Address: Sano Thimi
Bhakthapur, NEPAL.
P.O. Box 2145.

Telephone: 6-10180

Nature of institution: Distance teaching only.

**Educational levels
provided for**

DE programmes: Diploma/Certificate: teacher training.

Title and levels of DE programme:	<i>Title</i>	<i>Level</i>
	Basic Teacher Training	Primary Education

Governance: A national establishment.

Objectives: *Teacher Education and Training:* For upgrading school teachers' knowledge and skills in new curricula and teaching methods.

**Sources of financial
support of DE
programmes:** *Tuition and Fees:*
Free.

Budget:
Approximate annual budget for distance education of this institution for 1993 was US\$106,000.00 for 1993.

Other sources of revenue.
Amount: US\$106,000.00
Source: Government (no more us funding)

Trends of development of DE resources and activities:

Expanded:
Distance education programmes
Local study centers.

Decreased:
Financial provision
Face-to-face sessions.

Stable:
Study materials and textbooks
Teaching force
Variety of courses offered
Broadcast programmes.

Not applicable: None.

Trends of enrollment in DE Programs: Increasing.

Number of current DE students: Approximately 1,800.

Number of annual intake of DE students: Approximately 1,800 annually.

Number of students currently enrolled in each DE level:

	Basic Teacher Training (Primary school teachers)	1,800
	Under-SLC	SLC Pass
1981/82	1,117	-
1982/83	1,934	-
1983/84	1,285	-
1984/85	1,257	-
1985/86	-	-
1986/87	836	-
1988/89	-	1,590
1989/90	-	1,760

Number of annual DE graduates:

	Under-SLC	SLC Pass
1981/82	1,103	-
1982/83	1,164	-
1983/84	607	-
1984/85	533	-
1985/86	-	-
1986/87	-	-
1988/89	-	1,079
1989/90	-	829
Total:	3,407	1,908

Accumulative number of DE graduates:	5,315.
Components of personnel in DE:	All faculty members are full-time employees.
Number of full-time staff:	Academic: 14 Non-academic: 22 Total: 36.
Number of part-time staff:	None.
Number of Courses and programs:	Number of courses offered: 8. Number of programmes offered: 2.
Production of teaching materials/media:	Teaching materials and media are produced by academic staff appointed by the Project. Teaching materials are produced based on primary curriculum. The production stages are (1) writing scripts, (2) recording, (3) field testing, (4) rewriting and recording, and (5) broadcast.
Regional/Study Centers:	Available.
<i>Number of regional and local study centers:</i>	60.
<i>Operators of these centers:</i>	These centers are run by secondary school teachers.
<i>Sources of financial support:</i>	The sources of financial supports are from Distance Education Centre.
<i>Major functions of these centers:</i>	Major functions of these centers is to provide tutorial sessions--one resource teacher covers 20-30 trainees.
Overall student Profile:	Proportion
<i>Age distribution:</i>	<i>Years:</i> Under 21 7.0 Between 21-30 59.0 Between 31-40 29.0 Between 41-50 5.0 Between 51-60 - Over 61 - <u>Total:</u> <u>100.0</u>

<i>Gender distribution:</i>	Data not available.
<i>Income Level:</i>	Data not available.
<i>Geographical distribution:</i>	Data not available.
Occupational and Ethnic Composition of DE Students:	<i>Ethnic Composition:</i> Data not available. <i>Occupational distribution:</i> Teachers 100.00%
Future development:	Possible distance education development in the next 5-10 years is the plan to (1) cover school drop-outs population, (2) provide non-formal education courses such as Population Education, Health, Adult Education, Literacy, Women's Education, and Agriculture, and (3) combine radio programme with correspondence courses.
Major obstacles for implementing distance education:	(1) Unclear government educational policy; (2) Inefficient management, coordination, and supervision system; (3) Lack of delegation of administrative power; and (4) Lack of communication systems and services.
Affiliation with regional and international DE organizations:	None.
PROGRAMMES OF INSTRUCTION, MEDIA, METHODS, & EVALUATION	List of Programme: 1. Basic Teacher Training (Teaching Methods for Primary Teachers) 2. Education programme for teachers (in general)

PROGRAMME I: BASIC TEACHER TRAINING

PROGRAMME II: EDUCATIONAL PROGRAMME FOR TEACHERS

Level:	Teaching certificate Level
Courses or programmes of instruction:	<i>Educational Studies:</i> Elementary education: Teaching Methodology.
Length of course:	<i>Minimum number of study hours per week per course: 3.</i> <i>Total number of weeks per course: 21.</i> <i>Total number of courses making up programmes: 7.</i>
Media and method:	<i>Most dominant:</i> Radio Study centres. <i>Dominant:</i> Printed texts Practical work Face-to-face counselling. <i>Least dominant:</i> Face-to-face tutoring.
Language of instruction:	Nepali.
Admission requirements:	Before entering the distance education program, the student must meet the following admission requirements: 1. Be a citizen of the country 2. Be a current employee 3. Get recommendation from his/her employer.
Number of students:	1,800.
Annual intake of DE students:	1,800.

Evaluation system:*Continuous**assessment:*

Attendance at the local study centre

*Final course**assessment:*

Written final examinations;

**Educational and
employment
arrangements for
graduates:**

Certificates awarded can be used as (1) the increment of allowances, (2) a criterion for promotion, and (3) As a criterion for permanent status.

**Profile of students
in this level:**

By Educational Background: Data not available.

By Employment: (%)

Full-time public
employees: 100.0

Full-time private
employees: -

Total: 100.0

By types of career: (%)

In-service trainees
(e.g. teachers, nurses): 100.0

Total: 100.0

By gender: Data not available.

**Acceptance of final
certificates:**

The certificate is awarded by Ministry of Education, Cultures and social welfare so it is equal to a comparable award given by a non-distance education institution.